



# Student Teaching Handbook

School of Education

**PURDUE**  
UNIVERSITY®  
**FORT WAYNE**

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## SECTION 1: Student Teaching Overview

### Definitions

#### Student Teaching

Student teaching is defined as a full day, full time, school-based experience that is supervised by both a certified experienced teacher and a University Supervisor. The primary objective of student teaching is to provide the candidate the opportunity for acquisition and demonstration of instructional competence. The student teaching experience has been carefully designed to be as realistic and as intensive as actual teaching. This involves placing candidates in schools with carefully selected and qualified Cooperating Teachers.

Supervision is regarded as absolutely essential and is a mutual responsibility of the Cooperating Teacher and the University Supervisor, who are proven successful classroom teachers. While all candidates should assume full class responsibilities, the extent and length of actual student teacher involvement rests upon the mutual agreement of the candidate, the Cooperating Teacher, and the University Supervisor, who make up the Student Teaching triad.

The basic role of the triad members is to work as a team through constant communication to support, enhance, and prepare the student teacher to become a reflective professional. Each member has a specific set of responsibilities outlined in this handbook.

#### Cooperating Teachers

**Cooperating teachers** have been selected by the school district and/or school principal to provide day-to-day supervision, guidance, and mentoring to student teachers. Each cooperating teacher has a minimal of 3 years of successful classroom experience as well as a desire to foster the education and skill attainment of future colleagues.

#### University Supervisors

**University supervisors** are either current Purdue Fort Wayne faculty or former teachers or school administrators. They have been carefully selected because they all possess extensive understanding of and experience in P-12 settings. Many have been administrators at one level or another. University supervisors will periodically visit student teachers to make classroom observations or will use GoReact for virtual video observations. Then, they will speak with both the cooperating teacher and the student teacher (either individual or jointly) about what they observed, points of noted strengths, and questions or concerns that they have.

## University Personnel and their Responsibilities

### Academic Advisor and Director of Licensing

**Mr. Jim Beard** is responsible for advising candidates in various teacher education programs. He also assists students in obtaining their initial teaching licensing and may help with future licenses. He will review all student teaching applications and be sure the candidate has completed all of their program requirements. Email: [beardj@pfw.edu](mailto:beardj@pfw.edu) Phone: 260-481-4100

### Director of Assessment

**Dr. Michael Flory** is responsible for sending and collecting midterm and final evaluations, as well as other necessary evaluations. Email: [florym@pfw.edu](mailto:florym@pfw.edu) Phone: 260-481-0437/15772

### Director of Student Teaching

**Mrs. Teri Hogg** is a faculty member who is responsible for the academic components of the student teaching experience. She will determine the timing and content of the seminars; coordinate communication between student teachers, cooperating teachers, and university supervisors; and assist with resolving issues as they arise. In addition, she will work with university supervisors and cooperating teachers to determine final grades for each student teacher. Email: [hoggt@pfw.edu](mailto:hoggt@pfw.edu) Phone: 260-481-6521

### Field Experience Coordinator

**Mrs. Natalie Brewer** is the Field Experience Coordinator who will process all field experience and student teaching placement requests, communicate regarding placements with school districts, and will be responsible for sending & receiving contracts from cooperating teachers. Email: [natalie.brewer@pfw.edu](mailto:natalie.brewer@pfw.edu) Phone: 260-481-4137

## Information Access

Forms, policies, final evaluations, and other information needed by student teachers, university supervisors and cooperating teachers can be found at: <https://sites.pfw.edu/education/>

Student teachers and university supervisors will also have important modules located in [Brightspace](#) under *My Courses* and selecting the term and EDU 40100, e.g., Spring 2024 EDU 40100 VT-Laboratory/Field Experience. Use your PFW credentials to access the course.

### Important Contact Information

Cooperating teacher	name: email: phone:	
School Secretary	name: email: phone:	
Principal	name: email: phone:	
Professor/University Supervisor	name: email: phone:	
Academic Advisor and Director of Licensing	name: email: phone:	Jim Beard <a href="mailto:beardj@pfw.edu">beardj@pfw.edu</a> 260-481-4100
Field Placement Coordinator	name: email: phone:	Natalie Brewer <a href="mailto:natalie.brewer@pfw.edu">natalie.brewer@pfw.edu</a> 260-481-4137
Director of Assessment	name: email: phone:	Dr. Michael Flory <a href="mailto:florym@pfw.edu">florym@pfw.edu</a> 260-481-0437
Director of Student Teaching	name: email: phone:	Teri Hogg <a href="mailto:hoggt@pfw.edu">hoggt@pfw.edu</a> 260-481-6521
University Supervisor travel reimbursement	name: email: phone:	Mindy Esparza <a href="mailto:mstiles@pfw.edu">mstiles@pfw.edu</a> 260-481-4123

## SECTION 2: Key Assessments

### Overview

As you know, nationally and within the state of Indiana, teachers are being held more and more accountable for the learning of their students. The context is no different for teacher preparation programs – we must demonstrate to our accreditors that our candidates possess the requisite knowledge, skills, and dispositions. To that end, each program of study in the School of Education at PFW has created an assessment system. Each system is comprised of 6-8 Key Assessments. These assessments are used to evaluate 1) each individual candidate against expectations for performance set by national or state organizations and 2) program effectiveness by aggregating data for all candidates.

### Logistics

The Impact on Student Learning Key Assessment will be submitted in Taskstream. You need to maintain your Taskstream subscription or renew if it has expired. The Video Analysis Key Assessment (for programs with this KA) will be uploaded into GoReact in the Brightspace module in order to utilize its unique features. While many of you have used this system before, training materials will be provided for those less familiar. You will not need to purchase anything as you will be connected to GoReact via a link in Brightspace. The final evaluation is completed by both the university supervisor and cooperating teacher using Qualtrics. A link will be sent by the Director of Assessment.

Key Assessments are due on the date indicated on the course calendar and in Brightspace. If you run into special circumstances that prevent you from meeting those dates, please contact the Director of Student Teaching to request for an extension.

### Criteria for Passing

The policy for successful completion of these assessments is similar to the other key assessments completed in the teacher education program. In other words, you can have one criteria area on the rubric evaluated as “U” and still be considered as “passing” that particular Key Assessment. If you have 2 or more criteria evaluated as “U,” you will have one opportunity during the current semester to redo that assessment for your personal learning (i.e., the data will not be entered into our data management system). The faculty member who grades your key assessment will give you written or oral feedback regarding those areas deemed unacceptable so that you may improve those areas. If you do not improve your performance to meet the “passing” criteria after the revision of your first submission, **you will not be able to move on in the program until that assessment is remediated during the next semester.**

<b>KEY ASSESSMENT TABLE BY PROGRAMS</b>				
<b>Program</b>	<b>Name of Assessment</b>	<b>Brief Description</b>	<b>Type of Assessment</b>	<b>Evaluator</b>
<b>Art and Music</b>	Impact on Student Learning	Demonstrates candidate impact on K-6 student learning.	Project	University Faculty
	Final Evaluation	Measures candidate knowledge, skills, and dispositions as applied in P-12 classrooms. Aligned to national program and InTASC standards.	Performance Evaluation	Cooperating Teacher & University Supervisor
<b>Early Childhood</b>	Impact on Student Learning	Demonstrates candidate impact on P-3 student learning.	Project	University Faculty
	Final Evaluation	Measures candidate knowledge, skills, and dispositions as applied in P-3 classrooms. Aligned to state and InTASC standards.	Performance Evaluation	Cooperating Teacher & University Supervisor
<b>Elementary</b>	Impact on Student Learning	Demonstrates candidate impact on K-6 student learning.	Project	University Faculty
	Final Evaluation	Measures candidate knowledge, skills, and dispositions as applied in K-6 classrooms. Aligned to state and InTASC standards.	Performance Evaluation	Cooperating Teacher & University Supervisor
<b>Elementary STEM</b>	Video Analysis	Shows candidates' ability to develop curriculum to support student learning; in STEM content areas.	Video Analysis	University Faculty
<b>Secondary</b>	Impact on Student Learning	Demonstrates candidate impact on 5-12 student learning; assessments vary by content area to address specific content area expectations.	Project	University Faculty
	Video Analysis	Shows candidates' ability to develop curriculum to support student learning; assessments vary by content area to address specific content area expectations.	Video Analysis	University Faculty
	Final Evaluation	Measures candidate knowledge, skills, and dispositions as applied in 5-12 classrooms. Aligned to content area specific SPA or state standards as well as InTASC standards.	Performance Evaluation	Cooperating Teacher & University Supervisor
	Professional Development (Secondary Science majors only)	Demonstrates candidates' ability to analyze their professional development experiences in terms of content knowledge and pedagogical content knowledge.	Analysis of experiences	University Faculty

## SECTION 3: GETTING STARTED

### Pre-Student Teaching Tasks for the Teacher Candidate

Prior to the start of student teaching, make contact with your Cooperating Teacher. This is a time to begin building relationships that will support you throughout the Practicum placement. The following items should be discussed at a first meeting.

#### Checklist

- Preschool Practicum only: submit copies of physical, drug screen, TB test, fingerprinting receipt to CT
- Contact your cooperating teacher using their work email or phone and arrange a convenient time to meet.
- At the meeting with the teacher, exchange preferred phone numbers, emails, and addresses and complete the Important Contact Information Sheet on page 3 of this handbook.
- Ask CT if they have any supporting materials that can be shared with you (i.e., teacher plans, books, planning templates, assessment tools, websites, username & password, etc. <sup>SEP</sup>)
- Request copies of any school guidelines for discipline and the school's student handbook or rules, including health policies/procedures.
- Confirm with the cooperating teacher the first day that teachers report to school.
- Ask more about what you will be teaching (e.g., curriculum, courses, subjects, units) and if there are any additional supporting materials.
- Request information regarding classroom rules and procedures.
- For those outside FW area, have remote US, or Video KA, gather signatures for the Acknowledgement of Video Recording in P-12 Schools form (See **Appendix F** and Brightspace).
- Confirm security procedures (keys, badges, parking, etc.). Also, obtain a copy of the faculty handbook and/or department policies (for secondary teachers).
- Confirm security procedures (keys, badges, parking, etc.). Also, obtain a copy of the faculty handbook. See information below for further ideas regarding school orientation.
- Discuss course assignments such as observation visits AND recording of yourself facilitating learning experiences with students.
- Discuss a date and time for an orientation between self, the Cooperating Teacher, and the University Supervisor.



## Orientations

### Seminar 1 Orientation

#### Student Teachers

Check your PFW email for announcements concerning the student teaching seminars because **they start before the university's academic start date.**

You will be required to have read the short book *Seven Simple Secrets: What the Best Teachers Know and Do!* by Annette Breaux and Todd Whitaker. You have FREE access through the Helmke Library [HERE](#) and in the Brightspace link.

#### Cooperating Teachers and University Supervisors

All cooperating teachers and university supervisors will be invited to Seminar #1 – Orientation. While this is optional, it will provide you the opportunity to meet PFW faculty, the university supervisor or cooperating teacher, and to connect with the student teacher. You will also be asked to read a chapter from *Seven Simple Secrets*. A PDF copy will be emailed.

### Triad Orientation

The process begins with the Supervisor contacting the student teacher and cooperating teacher (by email or phone) before the start of student teaching. The Student Teacher should be prepared to provide initial information about the location and daily schedule of the class. In turn, the Supervisor will indicate some possible dates for the first visit. Because of the required conversation between the university supervisor and cooperating teacher, the site visit should occur outside of class time at a time convenient for all.

After conferring with the cooperating teacher and student teacher, the university supervisor should set up an orientation visit or Zoom call.

The orientation should take place the week prior to the start of student teaching (or first week of school if in the spring semester) and may include:

- Introductions
- Discussion of the handbook (if CT did not attend or view an orientation)
- Go over Final Evaluation
- Other (setting up visits, use of checklist, lesson plan expectations, video recording (virtual observations or KA if applicable), the importance of dedicated feedback time on student learning and ST practice, etc.)

### School Orientation

Orientation to the school community is critical to the student teacher's comfort, confidence, and ultimate success in student teaching. The student teacher and cooperating teacher share responsibility in the acclimation and induction process. Ongoing communication through orientation and phasing-in will set the foundation for success in the capstone experience.

The following lists provide some idea that will help to orient the student teacher to the school.

## Teaching Responsibilities

- Appropriate instructional materials including textbooks and supplemental resources
- Lesson plan expectations
- Community resources to enhance instruction
- Parent nights, open houses, faculty meetings, department meetings, committee meetings
- Duties (bus, hallway supervision, lunch supervision)

## School Policies and Procedures

- School's Student Handbook (discipline and attendance policies, writing passes etc.)
- Teacher Handbook (classroom policies regarding discipline, attendance, grading, passes, emergency procedures, i.e., fire drills, school nurse procedures, universal precautions) and district health policies/procedures
- Computer accounts, lunch accounts, parking pass information
- Tour of the building and security measures

## Classroom Policies and Procedures

- Classroom rules and management plan (discipline referral procedures)
- Recording absent and tardy students
- Instructional Resources
- District and school websites
- State standards for the course or grade level
- Media center, computer labs, and technology coordinators
- Computer use expectations

## Community and Student Characteristics

- General socioeconomic and cultural background of the student population
- After school student activities and opportunities for your involvement
- Expectations for communicating and collaborating with parents
- Allergies or specific health/participation restrictions of any students
- Responsibilities to special need students in class
- Student reading levels and available support

## Student Teaching Models

The School of Education offers two pathways for student teaching. The first pathway is described as the “traditional” model (preferred). Along this pathway, the student teacher slowly progresses toward full control of the classroom. The second pathway is described as the “co-teaching” model. Along this pathway, the student teacher and the cooperating teacher work as a cohesive unit, sharing responsibilities and working together to teach the class.

Each model has its own unique advantages and progression towards assuming the full responsibilities of the classroom teacher. Cooperating teachers typically choose their preferred model, unless the principal or other leader in the school district decides for the building/district. Whether in a traditional model or co-teaching model, the experience should result in a seamless integration of the teacher candidate into the daily classroom routine of the Cooperating Teacher.

Being comfortable with the selected model is key because the cooperating teacher remains the only person in the traditional or co-teaching model who is both legally and contractually responsible for the instruction and learning in the classroom.

The following pages provide graphic and written representations of how the pathways might play out. It is important to note this only serves as a guide. Specific lengths and activities of each phase will be determined collaboratively by the student teaching triad. All members of the triad will evaluate the student teaching experience.

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**Pathway 1: The Traditional Model (Preferred)**

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In the traditional model, the student teaching experience should follow a natural progression of increasing the teacher candidate’s immersion into the full instructional responsibilities of a teacher. This includes planning learning experiences, facilitating whole group and small group experiences, and any other instructional responsibilities.

TRADITIONAL MODEL			
WEEKS	PHASE 1	PHASE II	PHASE III
<b>16 WEEKS</b>	<b>Week 1 - 3</b>	<b>Weeks 4 – 6 (Half-time) 7 – 14 (full time)</b>	<b>Weeks 15 - 16</b>
<b>10 WEEKS</b>	<b>Week 1 - 2</b>	<b>Weeks 3 – 4 (half-time) 5 – 9 (full time)</b>	<b>Week 10</b>
<b>6 WEEKS</b>	<b>Week 1</b>	<b>Weeks 2 – 3 (half-time) 4 – 5 (full-time)</b>	<b>WEEK 6</b>
	Orientation into the classroom culture with gradual teaching responsibility	Increase content instructional responsibility as Teacher with eventual full instructional responsibility.  Midterm evaluation Week 7 – 8; 6-week = no midterm	Transition CT back to full responsibility. Observe other classes  Final Evaluation

**Traditional Model Phase I: Phasing In**

This period allows the student teacher to become familiar with the set expectations for the class and individual students via observation and reflection. Then, conversations between the student teacher and the cooperating teacher allow important issues regarding expectations to be visible to both parties. Student teachers should begin to facilitate and lead some teaching tasks.

**Traditional Model Phase II: Participation and Instruction**

This phase of student teaching is vital towards growth and development as a teacher. It provides necessary immersion into the classroom teaching experience. The two aspects of Phase II-- participation and instruction--- will vary in duration and intensity.

Once familiar with the classroom, the student teacher will begin working with the cooperating teacher to fully participate in the life of the classroom. This includes a wide variety of possible activities in that are a part of the daily expectations of the classroom teacher, ranging from supporting individual pupils, working with small groups, to teaching the whole class both individually and collaboratively. It also can include such tasks as grading, assessing, preparing resources, developing lesson plans, arrival and dismissal duties, grade level collaborations, etc.

Participation is planned and executed within the context of enabling the student teacher to assume full instructional responsibility. Full instructional responsibility demands commitment on the part of both the student teacher and the cooperating teacher. The student teacher should expect to commit the necessary time and resources for student learning under the guidance of the cooperating teacher. The cooperating teacher should allow some flexibility in planning for the student teacher making sure that student learning remains the top priority. The cooperating teacher remains the final authority in terms of students' academic progress. Observations, reflections, discussions, and continuous feedback from the cooperating teacher are vital to the student teacher's success. Involve the university supervisor in both successes and concerns. Solo teaching, with the cooperating teacher leaving the room for reasonable amounts of time, is expected during phase II.

### Traditional Model Phase III: Phasing Out

The final phase of student teaching should conclude with the cooperating teacher transitioning back to their instructional and non-instructional roles and responsibilities. This may include:

- Preparing students for the departure of the student teacher; saying goodbye.
- Returning instructional materials, keys, parking pass, grade book, grading, and any other items assigned by the cooperating teacher.
- Completing a few observations of teachers in and out of the grade level or content area in the school building.
- Shadowing other professionals or investigating other activities in the school to gain insight into the whole school environment: counseling office, special education classes, club activities, athletics, etc.
- As a way to holistically reflect of your student teaching experience, you should
  - Review all observations completed on your teaching.
  - Discuss the student teaching final evaluation with your cooperating teacher and university supervisor.
  - Prepare a personal development plan to address areas for continued growth in preparation for seeking employment as a teacher. Share this with your principal.

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### Pathway #2: The Co-teaching Model

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The co-teaching experience should result in a seamless integration of the student teacher into the daily classroom routine of the cooperating teacher. The student teacher will equally share instructional responsibilities, conducting whole group, small group, and one on one instruction. The intent of the co-teaching model is to allow the student teacher to develop the instructional habits of mind required for successful teaching without detaching the cooperating teacher from the class. This model is useful in Montessori classrooms or with some secondary teaching loads.

CO-TEACHING MODEL			
WEEKS	PHASE 1: Teach & Assist	PHASE II: Parallel Teaching	PHASE III
16 WEEKS	Week 1 - 3	Weeks 4 – 12 (co-teach) 13 – 14 (full time)	Week 15-16
10 WEEKS	Week 1 - 2	Weeks 3 – 4 (co-teach) 7 – 9 (full time)	Week 10
6 WEEKS	Week 1	Weeks 2 – 3 (co-teach) 4 – 5 (full-time)	WEEK 6
	Orientation into the classroom culture with teach and assist	Increase content instructional responsibility as Teacher with eventual full instructional responsibility.  Midterm evaluation Week 7 – 8; 6-week = no midterm	Transition CT back to full responsibility. Observe other classes  Final Evaluation

### Co-Teaching Phase I: Phasing-in

The phasing in will be with the assigned cooperating teacher. This phasing in period allows the student teacher to become familiar with the set expectations of the class and students. It also allows the student teacher time to practice and reflect with the cooperating teacher on both of their practices and to communicate important issues regarding expectations. Student teachers should begin to facilitate and lead some teaching tasks.

### Co-Teaching Phase II: Parallel Teaching

This phase of student teaching is vital towards growth and development as a teacher. The student teacher and the cooperating teacher participate in collaborative lesson planning and teaching, with the instructional responsibility and classroom leadership split equally. During this phase, the cooperating teacher should allow the student teacher for a one-to-two-week period to have complete control over the classroom, demonstrating responsibility for leading all aspects of the work.

Once familiar with the classroom, the student teacher will work collaboratively with the cooperating teacher. . This includes a wide variety of possible activities in that are a part of the daily expectations of the classroom teacher, ranging from supporting individual pupils, working with small groups, to teaching the whole class both individually and collaboratively. It also can include such tasks as grading, assessing, preparing resources, developing lesson plans, arrival and dismissal duties, grade level collaborations, etc.

Participation is planned and executed within the context of enabling the student teacher to assume full instructional responsibility. Full instructional responsibility demands commitment on the part of both the student teacher and the cooperating teacher. The student teacher should expect to commit the necessary time and resources for student learning with the help of the cooperating teacher. The cooperating teacher remains the final authority in terms of students' academic progress. Observations, reflections, discussions, and continuous feedback from the cooperating teacher are vital to the student teacher's success. Involve the university supervisor in both successes and concerns. Solo teaching, with the cooperating teacher leaving the room for reasonable amounts of time, is expected during phase II.

## Co-Teaching Phase III: Teach and Assist

The final phase of student teaching should conclude the student teaching experience. The student teacher will still play an active role in the classroom, but will start to phase out of their teaching role to allow the cooperating teacher to transition back to their instructional and non-instructional responsibilities. This may include:

- Preparing students for the departure of the student teacher; saying goodbye.
- Returning instructional materials, keys, parking pass, grade book, grading, and any other items assigned by the cooperating teacher.
- Completing a few observations of teachers in and out of the grade level or content area in the school building.
- Shadowing other professionals or investigating other activities in the school to gain insight into the whole school environment: counseling office, special education classes, club activities, athletics, etc.
- As a way to holistically reflect of your student teaching experience, you should
  - Review all observations completed on your teaching.
  - Discuss the student teaching final evaluation with your cooperating teacher and university supervisor.
  - Prepare a personal development plan to address areas for continued growth in preparation for seeking employment as a teacher. Share this with your principal.

### SECTION 4: TRIAD RESPONSIBILITIES

Each member of the triad (i.e., student teacher, cooperating teacher, and university supervisor) has unique responsibilities as well as shared responsibilities. The following tables outline each member's responsibilities.

#### Student Teacher Responsibilities

As an important member of the triad, the student teacher has many roles and responsibilities, some that are outlined below and some that will be shared by other members of the triad (i.e., cooperating teacher and university supervisor) based on school setting, developmental level, or other needs.

Student teachers who are successful share the characteristic of being responsible for their own learning. As such, they seek and remain open to feedback, reflect on their own practices, and locate resources to enrich their learning experiences for their students. In other words, they don't wait around for their cooperating teacher to tell them what to do or when to do it.

STUDENT TEACHER'S RESPONSIBILITIES TO THEIR STUDENTS	
ROLE MODEL	Be a good role model to students in appearance, mannerisms, language use, and behavior. The quality of your professionalism is vital at all times because some schools and/or districts keep their own documentation and files on your student teaching experience
INTEREST	Get to know students' interests, abilities, and activities, as well as external and internal stressors in order to best facilitate academic and social/emotional/behavioral learning. Be patient with student progress, none of this happens overnight.
TITLE	Encourage students to address you with a title such as Mr., Mrs., Ms. or Teacher (Last name). In addition, encourage students to learn to pronounce your name.
PERSONAL	Handle all personal and student/family information professionally and confidentially.
IMPROVEMENT	Do you best to understand and remedy any areas that need improvement or that are articulated as

	part of a Professional Improvement Plan (see Appendix A), especially those items that impact student learning or quality teacher-student interactions.
<b>STUDENT TEACHER'S RESPONSIBILITIES TO THE COOPERATING TEACHER</b>	
ACCESS	Communication with your cooperating teacher is vital regarding electronic access to school computers, curriculum and student data. Work with your teacher to learn about the school or teacher's desired protocol for accessing electronic information. Make sure that you have a plan for returning any shared electronic documents or electronic information at the end of your placement.
FEEDBACK	Actively reflect on your own practices and then seek feedback from the cooperating teacher. Communicate proactively and professionally. Ask for help when you need it – you are not expected to know everything at this point.
LESSON PLANS	<p>Formal daily lesson plans are required for each Monday over each content area that you will teach until both your cooperating teacher and university supervisor agree that your planning is sufficient and can move to a weekly plan used in your classroom. All plans will be emailed to both your cooperating teacher AND university supervisor by Sunday night before the next week begins. Friday is better.</p> <p>The PFW Teacher Education Department has a lesson plan form in <b>Appendix C</b> and in Brightspace that you must complete for your formal observations by either you or for their university supervisor planned visits.</p>
PROFESSIONALISM	<p>You are expected to perform each aspect of the teaching profession, such as attending professional development or collaboration meetings, working with families, or staying late to complete work assignments or preparation. Student teachers are also expected to act professionally when working with the cooperating teacher, the university supervisor, professional colleagues, and students to strengthen your skills and knowledge as a teacher.</p> <ul style="list-style-type: none"> <li>○ Behave professionally to ensure credibility among your colleagues.</li> <li>○ Dress in compliance with local culture and school policy on dress code.</li> <li>○ Follow all school/corporation policies associated with professional conduct, student interaction, and academic responsibilities.</li> <li>○ If you are finding yourself under-prepared, reflect on what is causing your challenge and then address it. Problem-solve on your own by asking question such as: Are you arriving in plenty of time to organize your day or are you staying long enough to prep all materials? If you are unsure how to solve your issue with time management, work with your CT to help address your specific workflow and/or issue of meeting expectations in a timely fashion.</li> </ul> <p>Do your best to understand and remedy any areas that need improvement or that are articulated as part of a Professional Improvement Plan (see <b>Appendix G</b>).</p>
SCHOOL POLICIES	Be open-minded about the policies and procedures of the cooperating teacher and the school. Demonstrate respect for them by looking for multiple perspectives on why a policy or procedure might be beneficial.
TEAM PLAYER	Be a meaningful part of the teaching staff by volunteering to help with activities when you recognize a need exists, i.e., housekeeping, routine duties, and other ways to help within the class. In addition, participate in school-wide events such as teacher meetings, open houses, and other school-based activities.
WORK SCHEDULE	Observe the same daily work schedule of the Cooperating Teacher (at minimum), arriving early and staying late, as necessary to meet your responsibilities.
<b>STUDENT TEACHER'S RESPONSIBILITIES TO THE UNIVERSITY SUPERVISOR</b>	
FIRST-VISIT COMMUNICATION	<p>School information: where to park, check-in procedures, classroom location</p> <p>Concerns and questions Student Teacher wishes to discuss with the Supervisor.</p> <p>Concerns or issues the Student Teacher would like the Supervisor to discuss with the Cooperating Teacher.</p>
LESSON PLANS	Formal daily lesson plans (See <b>Appendix C</b> ) are required for each Monday over each content area that you will teach until both your cooperating teacher and university supervisor agree that your planning is sufficient

	<p>and can move to a weekly plan (See <b>Appendix C</b> or use template used by CT). All plans will be emailed to both your cooperating teacher AND university supervisor by Sunday night before the next week begins. Friday is better.</p> <p>Email lesson plans and any requested materials following the guidance of your university supervisor prior to their planned observation visits.</p> <p>The PFW Teacher Education Department has a lesson plan form in <b>Appendix C</b> that you must complete for your formal observations by either you or for their university supervisor planned visits.</p>
JOURNAL	Your will send a weekly journal to your University Supervisor by Sunday 11:59 pm. You may use one of the journal suggestions in Brightspace or your US may provide one of their own.
FEEDBACK & CONFERENCING	<p>Actively ask for feedback from your cooperating teacher and university supervisor; communicate proactively, regularly, and professionally.</p> <p>Actively participate in discussion following observations, seeking clarity of professional standards and/or suggestions for improvement.</p>
PROFESSIONALISM	<p>Treat university supervisors with the same professional respect as your cooperating teacher in the school setting. Each university supervisor and student teacher combination are different and will have different expectations and requirements that will best fit the needs of the situation. This is common and to be expected. Avoid comparing your experience with your US/CT with other STs because that can lead to unnecessary stress for you.</p> <p>Communicate regularly with your US. Share joys as well as concerns. They are here to support and guide you. Ask for help from your US whenever you need it while seeking a balance to become a professional.</p> <p>Do your best to understand and remedy any areas that need improvement or that are articulated as part of a Professional Improvement Plan (see <b>Appendix G</b>).</p>
VIRTUAL OBSERVATIONS	Upload your video to Brightspace in the GoReact module for each remote Single Observation. See Brightspace for more details.
<b>STUDENT TEACHER'S RESPONSIBILITIES TO PFW</b>	
ABSENCES	<p>Keep track of each and every absence, late arrivals, and early departures. You are required to complete an absence form that includes your email address, the CT and US email address. Absences are reported <a href="#">HERE</a>.</p> <p>Notify the school, your CT via phone, text and email. Notify your US in case of absence, closing, school delays on an observation day.</p> <p>All Teacher Candidates may need to miss at least one day of teaching in order to take the pedagogy test required for licensure. Teacher candidates should schedule their test at least 2 weeks in advance. Thus, they should communicate the date/time to everyone at least 2 weeks in advance.</p>
AGREEMENT	Complete the Professional Expectations Agreement, if you didn't sign it as part of your student teaching application. See <b>Appendix E</b> for a copy of this agreement.
COMPLETE	Complete Student Teaching Partnership Feedback form
CPR/QPR	Complete CPR and Suicide Prevention trainings



## Cooperating Teacher’s (CT) Responsibilities

Cooperating teachers are master teachers who have a minimum of 5 years of successful teaching experience. They have graciously agreed to share their knowledge and skills with the next generation of colleagues. They provide on-going support and guidance to help the student teacher develop into a productive member of our honorable profession.

COOPERATING TEACHER’S RESPONSIBILITIES TO THE STUDENT TEACHER	
WELCOME	Provide a welcoming atmosphere for your “second teacher” by preparing your students and their families positively for the new teacher’s arrival. Create desk and closet space for their things and think of other ways to make them feel welcome.
ORIENTATION	Orient the student teacher with the building, school policies and procedures and introduce the student teacher to faculty, staff, school, and local communities. The preservice teacher should become familiar with the information or procedures for accessing materials and equipment, school and classroom technology, teacher’s files and guidance office files on students, discipline procedures and attendance responsibilities.
AUTHORITY	Define the extent of the student teacher’s authority and responsibilities in your classroom and school. Specifically consider how you want the student teacher to communicate with family members.
MATERIALS	Provide the preservice teacher with textbooks, class and school schedules, plan books, handbooks, curriculum documents, faculty bulletins, and any other relevant materials.
FIRST DAY	At the beginning of the semester, allow observation time in order to acclimate the preservice teacher to the school and students. At the same time, help to establish the preservice teacher as “the second teacher” in the room. It is advisable to involve the preservice teacher in assisting and/or assuming some teaching responsibilities from the very first day.
ADDING RESPONSIBILITY	Add teaching responsibilities as the candidate develops confidence and competence in handling routine matters in the classroom and shows proficiency in teaching. Gradually increase responsibility so that by week 7 in a 16-week placement or week 5 in a 10-week placement they are teaching full-time. We recommend that the student teacher have at minimum <b>four weeks of solo teaching</b> within the full-time block. See the Models section for practicums.
PROFESSIONALISM	Throughout the student teaching experience, engage the student teacher in discussions of professional standards and how those standards become meaningful in practice.
CLASS MANAGEMENT	Setting expectations and consistently following through is a skill that the teacher candidate needs to develop. You can help by modeling a variety of effective teaching management and behavioral guidance techniques.
TIME MANAGEMENT	Some student teachers are very good at managing their time, while others have come to rely on external structure or reminders from others. A sample template for time management ( <b>Appendix D</b> ) is included in the appendices. If this is needed to reduce the number of reminders or to minimize frustrations from the student teacher being unprepared, please tailor the template to fit your school, grade level, and needs.
LESSON PLANS	Time should be set aside daily for collaborative planning meetings. Discuss lesson plans during the first days of student teaching. Agree on the form to be used and on the amount of lead time you would like for lesson plans to be shared with you for review and comments indicating approval or necessary changes.  Formal daily lesson plans (See <b>Appendix C</b> ) are required for each Monday over each content area that they will teach until both you and the university supervisor agree that their planning and implementation is sufficient and they can move to the regular weekly form used in your classroom.
CONFERENCING	Hold regular times for informal feedback and conferencing. This time is extremely valuable to the preservice teacher and may include discussing lesson plans; evaluating the preservice teacher's progress, including guiding the preservice teacher in achieving competencies and eliminating weaknesses; and encouraging the preservice teacher to discuss any phase of the student teaching experience. Preservice teachers expect and value constructive criticism; you should not hesitate to offer it or make any suggestions for outside reading and professional development.

INFORMAL OBSERVATION	Much learning will happen through daily, informal observations and conversations. However, we strongly encourage you to make periodic written observations while the preservice teacher is teaching and to then share them with the preservice teacher. At least twice, observe a full lesson using either the PFW's Teacher Education's observation form (See <b>Appendix B</b> ), or your school's teacher observation rubric. Often, evaluating your student teacher with your school's observation tool is a valuable learning experience for your student teacher.
PROGRESS CHECKLIST	We encourage you to keep an individual file of the teacher candidate's progress. Use the Cooperating Teacher Checklist in <b>Appendix A</b> from the start of the placement to chart your actions and supports of your student teacher in order to keep you on track. Some teacher and teacher candidate pairs have found a shared notebook to be helpful for regular Q&A's that may come up during the day or week. This will be helpful when the teacher candidate asks you for a letter of recommendation when he/she begins the job search process.
FORMAL EVALUATION	The mid-term and final evaluation rubric and observation checklist will guide you on what our teacher candidates are expected to be able to do successfully by the end of their student teaching experience. These are provided in the appendix. You can also view this formal final evaluation In APPENDIX The due dates are provided on the student teaching calendar.  Note: A copy of the final evaluation will be shared automatically with the university supervisor and Director of Student Teaching. For any areas marked "unacceptable," please contact the university supervisor for a joint discussion of potential interventions needed to build teacher candidate proficiency.
<b>COOPERATING TEACHER'S RESPONSIBILITIES TO THE UNIVERSITY SUPERVISOR</b>	
COMMUNICATION	Communicate frequently with the University Supervisor to support and evaluate the student teacher. Set up specific dates to discuss the ST with the US. Ideally, after three weeks, mid-semester, and near the end. This can be virtually, by phone, or in person.
CONFERENCING	You should expect to participate in three meetings. These may be in person or virtual. One should take place at the beginning of the placement with your preservice teacher and their university supervisor. The first will be held as part of the orientation meeting and will include time to clarify expectations, establish communication strategies, and discuss assignments. The second conference will occur at midterm after you and the preservice teacher have completed midterm evaluations. This meeting, initiated by the university supervisor, is a time to compare observations about the preservice teacher's strengths and areas for growth. <b>At any time, if you have concerns about your preservice teacher's performance that should be addressed immediately, please contact the university supervisor to arrange a meeting. Please do not wait.</b> The sooner that you can give us a heads-up that there may be a concern, the sooner we can help.
<b>COOPERATING TEACHER'S RESPONSIBILITIES TO PFW</b>	
ABSENCES	We ask that you keep track of each and every absence, late arrivals, and early departures. The student teacher is required to complete an absence form that includes your email and the US email address. If you don't receive notification about an absence, please remind ST and then, if not resolved, contact the Early Childhood Coordinator.
FINAL EVALUATION	You will provide a formal evaluation two times throughout the semester. You can find a program specific evaluation form in <b>Appendix B</b> . At midterm, you will be prompted to complete a mid-point evaluation for your student teacher using this form. This is a formative evaluation, and areas marked "developing" or "unacceptable" become target growth areas for the student teacher. At the end of the student teaching experience, the cooperating teacher is responsible for completing this as summative final evaluation. <b>Please do not mark "Recommend for Licensing With Reservations"</b> unless you've already met with the university supervisor about concerns.
HONORARIUM	An email will be sent to your school email address before the beginning of the semester that contains your contract with Purdue Fort Wayne for mentoring a student teacher. You will need to fill these forms out and return them as soon as you can. NOTE: Ohio Cooperating Teachers will not receive an honorarium due to an Ohio law that prohibits such payment. The honorarium will be sent to your school corporation instead.

PGP POINTS	An email will automatically be sent to your school email address at the end of the semester. It will contain an attachment which is your certificate for PGP points. The body of the email will also let you know when you can expect to receive your honorarium payment and who to contact if you have any questions/ concerns.
SURVEY	Student Teaching Partnership Feedback form.
TERMINATION	Our goal is for everyone to have a positive and productive experience in the mentoring of your student teacher. However, we recognize that the final authority for your classroom student's academic progress rests with you, the Cooperating Teacher. If the student teaching experience is detrimental to students, based on observations, documentation, and discussions with the University Supervisor and Early Childhood Coordinator, the student teaching experience should be terminated. Please consult with the Director of Student Teaching so we can determine the best termination process for you and your school.
<b>COOPERATING TEACHER'S RESPONSIBILITIES TO THEIR STUDENTS</b>	
AUTHORITY	Our goal is for everyone to have a positive and productive experience in the mentoring of your student teacher. However, we recognize that the final authority for your classroom student's academic progress rests with you. If there is evidence based on observations, documentation, and discussions with the University Supervisor and Director of Student Teaching that student learning is being jeopardized, the student teaching experience can be terminated. Work with the Director of Student Teaching to determine the best termination process.

## University Supervisor's (US) Responsibilities

University supervisors are either current PFW faculty or former teachers and/or school administrators. They are specialists in education and in their individual academic areas, having taught and spent time in a variety of classrooms to gain a deep understanding of quality education.

A university supervisor will be assigned to every PFW student teacher, serving as the link between the cooperating school and the university. They will observe, evaluate, and confer with each student teacher and cooperating teacher. They will help facilitate effective learning procedures and the creation of professional working relationships.

<b>UNIVERSITY SUPERVISOR'S RESPONSIBILITIES TO THE STUDENT TEACHER</b>	
INITIAL VISIT	Schedule an introductory visit is to meet the principal and CT and to see the student teacher in the school setting. Scheduled during the first two weeks of the placement, the focus is on reviewing the roles, responsibilities, and expectations of the CT/ST and answering any questions.
JOURNALS	To help you better understand the weekly events of the classroom and for you to see growth, determine a method for the student teachers to provide you with weekly journal reflections. This is also an opportunity for the student teacher to ask you questions or give you particular things to watch for when you observe. Use examples on Brightspace or provide your own to the ST. Due Weekly to you. Provide feedback.
OBSERVATION VISITS	A minimum of four observations (for 16- & 10-week placements; three for 6-week), including written reports of student teachers, should occur during the student teaching experience. More observations or assessments can occur if the student teacher is experiencing difficulty or if all professional standards have not been observed and assessed. Observations should be scheduled when the student teacher is engaged in teaching activities so that the professional standards can be observed fully.  Two scheduled observations should be made prior to the midpoint in the experience. Remaining observations can be unscheduled and be distributed throughout the rest of the ST placement. On some occasions, a University Supervisor may need to conduct a remote observation. Please see the Brightspace University Supervisor Module – GoReact for procedures.

CONFERENCING	After observing the teacher candidate, the University Supervisor meets privately with the teacher candidate to discuss progress meeting toward meeting professional standards and to offer constructive advice. As part of this advice, the University Supervisor should be able to share some positive things that they observed and what else they are looking for in the next visit. Because this is a discussion, the teacher candidate should actively participate and verbally analyze the observation as well. All comments and constructive suggestions should be based on the principle that the University Supervisor is to help the teacher candidate develop and improve as a teacher.
OBSERVATION FORM	After each observation of the candidate's teaching, the University Supervisor will fill out the designated observation form. It will be emailed to the candidate and Cooperating Teacher. Single Observation Forms are at <a href="https://sites.pfw.edu/education/">https://sites.pfw.edu/education/</a> Virtual Observations – download the comments from GoReact and add any additional feedback.
SUPPORT	Develop a collaborative approach to support everyone involved in the student teaching experience.
LESSON PLANS	The university supervisor should review all lesson plans submitted by the end of each week and those used during the observation. Incorporate feedback on the strengths and areas of improvement to the student teacher in your observation form. Formal daily lesson plans (See <b>Appendix C</b> ) are required for each Monday over each content area that they will teach until both you and the CT agree that their planning and implementation is sufficient and they can move to the regular weekly form used in the classroom.
MID-TERM EVALUATION	University supervisors <b>do not complete</b> a mid-term evaluation. Instead, they receive a copy of the evaluation completed by the CT and ST. When reviewing the evaluation, note any areas marked “unacceptable” and seek input from the cooperating teacher to understand them better. Then, if warranted, contact the Director of Student Teaching so that a meeting can be called with all triad members and the Director of Student Teaching. This meeting will focus on identifying mechanisms and support to build the student teacher's proficiencies through a Professional Improvement Plan (PIP).
FINAL EVALUATION	The final evaluation (See <b>Appendix B</b> ) is a summative measure of overall proficiency of the student teacher. It reflects a compilation of what has been observed and the growth that has been made. The Director of Assessment, Michael Flory, will send the Qualtrics link to you via email toward the end of the placement. Your final observation will be used as the basis for your final recommendation as well as your written evaluation.  A copy of the final evaluation will be shared automatically with the student teacher, cooperating teacher and Director of Student Teaching. Final evaluations can also be accessed at: <a href="https://sites.pfw.edu/education/">https://sites.pfw.edu/education/</a>
<b>UNIVERSITY SUPERVISOR'S RESPONSIBILITIES TO THE COOPERATING TEACHER</b>	
INITIAL VISIT	Cooperating teachers are trained and supported through our university supervisors. During the introductory meeting, review with the Cooperating Teacher the policies, guidelines, expectations, and administrative tasks of the student teaching experience as presented in this handbook.
CONFERENCING	You should expect to participate in three meetings. These may be in person or virtual. Arrange the first meeting at the beginning of the placement with your preservice teacher and their cooperating teacher. The first will be held as part of the orientation meeting and will include time to clarify expectations, establish communication strategies, and discuss assignments. The second conference will occur at midterm after the cooperating teacher and the preservice teacher have completed midterm evaluations. This meeting, initiated by you, is a time to compare observations about the preservice teacher's strengths and areas for growth. <b>At any time, if you have concerns about your preservice teacher's performance that should be addressed immediately, please contact the cooperating teacher or the Director of Student Teaching to arrange a meeting. Please do not wait.</b> The sooner that you can give us a heads-up that there may be a concern, the sooner we can help.

COMMUNICATION	Keep in email communication to discuss visit dates, quick updates, and the ST readiness moving from writing and submitting the Monday formal lesson plans + weekly plans to weekly plans only.
<b>UNIVERSITY SUPERVISOR'S RESPONSIBILITIES TO PFW</b>	
REPORT ABSENCES	Student Teachers are responsible for reporting each and every absence. If you are not notified of an absence, please contact the Student Teacher. If that doesn't resolve the issue, please contact the Director of Student Teaching
FORMS	<ul style="list-style-type: none"> <li>• Complete a minimum of 4 single observations forms (3 for Practicums).</li> <li>• Complete the Final Evaluation Form.</li> <li>• Complete the mileage form throughout the semester so that you can be reimbursed. Contact Mindy Esparaza mstiles@pfw.edu 260-481-6449</li> <li>• Complete the Student Teaching Partnership Feedback form. Forms can be found at: <a href="https://sites.pfw.edu/education/">https://sites.pfw.edu/education/</a></li> </ul>
SHARE INFORMATION	Report any amazing successes to the ECE Program Coordinator. Similarly, notify the ECE Program Coordinator as soon as you are aware of a problem for a student teacher. The sooner we have a heads-up about potential difficulties, the sooner we can intervene and make a positive difference. We may formalize the intervention as a Professional Improvement Plan (see <b>Appendix G</b> ).

## PFW Responsibilities

<b>PFW RESPONSIBILITIES TO COOPERATING TEACHER</b>	
HONORARIUM	An email will be sent to your school email address before the beginning of the semester that contains your contract with Purdue Fort Wayne for mentoring a student teacher. You will need to fill these forms out and return them as soon as you can. NOTE: Ohio Cooperating Teachers will not receive an honorarium due to an Ohio law that prohibits such payment. The honorarium will be sent to your school corporation instead.
ORIENTATION	The Director of Student Teaching provides an orientation whether virtually or by video, support, and guidance to facilitate success in the role for Cooperating Teachers. The orientation goes over the handbook, documents, and evaluation forms.
PGP POINTS	An email will automatically be sent to your school email address at the end of the semester. It will contain an attachment which is your certificate for PGP points. The body of the email will also let you know when you can expect to receive your honorarium payment and who to contact if you have any questions/ concerns.
<b>PFW RESPONSIBILITIES TO UNIVERSITY SUPERVISOR</b>	
ORIENTATION	The Director of Student Teaching provides training, support, and guidance to facilitate success in the role for all new and continuing US. When onboarding a university supervisor, the Director of Student Teaching meets with them to go over the handbook, supervising handouts, our website, and evaluation forms.

## SECTION 5: POLICIES & PROCEDURES

As a student teacher, you are in the last stage of transitioning to being a professional. Previous courses and field experiences have set a foundation for learning about professional behaviors. Now is the time to continue building them. Thus, PFW candidates will engage in professional and personal conduct that is appropriate to the integrity of the university and the profession.

Examples of this are spelled out in the **Professional Expectations Agreement (see Appendix D)**, so please read that document carefully and ask questions if you are unsure of what an item means. Even as a student teacher off-campus, you also are obligated to follow PFW's **Student Rights, Responsibilities, and Conduct** found at <https://www.pfw.edu/committees/senate/code/>

While professional behavior has many different aspects, we will highlight different ones from what was discussed previously.

## Policies & Procedures

### Absences

Working in educational settings can often result in acquiring illnesses. Because there is **no formal number of approved absences** (e.g., sick or personal days) provided to all student teachers, notify everyone as soon as you can about the rare situations where you cannot attend your placement immediately. If the number of absences experienced causes concern for the cooperating teacher, university supervisor, or Director of Student Teaching, a meeting of the triad will be called to determine possible solutions (e.g., extending the experience).

#### Approved Absence

You may need to miss one 1/2 day of teaching in order to take the pedagogy test required for licensure. Please communicate the date/time to everyone at least 2 weeks in advance.

#### Unapproved Absence

You may *not miss* any part of ST (P-12 classroom or seminar) to retake a content test required for licensure, to attend CPR training, or to attend QPR (suicide prevention) training.

#### 3-STEP PROCEDURE FOR REPORTING ABSENCES

1. **Notify the school office by 6:15 a.m.** if you are going to miss a day.
2. **Notify the *Cooperating Teacher and University Supervisor*** via their preferred method (e.g., phone, text and/or email) about the absence.
3. **Fill out the “Reporting Student Teacher Absences” form** on the PFW student teacher website, under the heading “Student Teaching Forms” Then select the “Reporting Student Teacher Absences” link.

<https://sites.pfw.edu/education/>

### Calendar/Vacations/School Closings

PFW policy requires candidates to follow the calendar of the respective school district. Fall student teachers will report the first Teacher Day of the school district. Spring student teachers will report the first day back from break and also will honor the corporation’s spring break.

Your experience will end, though, based on the PFW academic calendar, subject to adjustments by the Director of Student Teaching.

When the school experiences a delay or early dismissal due to, for example, fog, snow, emergency shut down, etc., notify your university supervisor via email immediately. This does not, however, require a report via the Absence form.

## Digital Etiquette, Communication

You will participate positively in digital etiquette (through the use of electronic devices and social media). To protect the safety and well-being of you and the children/adolescent(s), you shall participate in communications with minors that are *public* in nature. This means that all communication should include your cooperating teacher and university supervisor and, ideally, the student's parents/guardians. In addition, all communication should come through the school district's approved email system, approved apps, or the school's LMS (learning management systems, such as Canvas). In other words, you are to NOT engage with students or parents/guardians in private conversations, private photo exchanges, etc. on any app, website, social media, or electronic devices. If you have questions about appropriateness, ask your school personnel before engaging in this. This is not an area you want to mess up on.

If you receive a request from student to "friend," connect or communicate through a personal social media site, please decline the request. Here is a recommended response that you can adapt to your situation. Please cc: your cooperating teacher and supervisor in the process.

*"Please do not be offended, but I cannot accept your request (or respond further to this personal email, etc.). As a teacher, I need to communicate through the school's \_\_\_\_\_ (email, website, LMS such as "Canvas", etc.) which can be found at \_\_\_\_\_. Thank you for understanding."*

## Documentation For Licensing

Student teachers are responsible for maintain all records needed for licensing or obtaining a job, now and in the future. PFW does not maintain copies of the following forms in our student records. These records include:

1. Final Evaluations from both your cooperating teacher and your university supervisor. Many districts require these for your job application.
2. Test scores for licensure
3. CPR Certification (renewed every 2 years)
4. Suicide Prevention Training

## Family Responsibilities

Child care or family responsibilities should not affect the student teachers' arrival time or departure time or their responsibilities during the school day. As stated previously, you will follow, at a minimum, your CT's daily schedule for arrival and departure. However, it is recognized that emergencies do arise and they are expected to be handled in a professional manner.

## Grading

The evaluation of the student teacher is a shared responsibility involving the cooperating teacher, the university supervisor, and Director of Student Teaching. Although each of these individuals is expected to make a contribution to the evaluation of student teaching performance, the Director of Student Teaching is charged by the university with final authority and responsibility for assigning the course grade. All student teaching is graded on an S/F basis.

All final grades are based on the *successful* completion of the following: (a) required key assessments (b) the Final Evaluation (i.e., performance-based assessment) completed by the cooperating teacher and the university supervisor, (c) weekly lesson plans and reflections, to CT and US (d) components related to student teaching

seminars, including the Midterm reflection and plan for improvement, (e) professional expectation agreement, (f) attendance, and (g) improvement plans, if applicable.

The Final Evaluation is especially important in determining the final course grade as it represents a *summative assessment* of your performance on standards for both pedagogy and content knowledge over the capstone experience. The cooperating teacher and university supervisors also draw a final conclusion about your readiness to have your own classroom.

You can pass the capstone experience with a “Recommend for licensing” or a “Recommend with reservations”. Having a “Do not recommend for licensing” would mean that you will receive an “F” in the capstone course (e.g., EDU 40100) and will need to redo your student teaching.

If you do not pass, you may remediate by extending the student teaching experience or repeating part or all of the student teaching experience in a future semester. The student teacher will be required to pay tuition and fees for the next semester.

## Safety, Well-Being, and Reporting

Children and adolescents can experience, both inside and outside of school, events that cause them or adults concern (e.g., abuse, neglect, bullying, suicide idealization). To protect the safety and well-being of you and the children/ adolescents, you should be knowledgeable of state mandates as well as school policies and reporting procedures.

You are a state-mandated reporter of suspected abuse. Thus, if you observe or suspect any child behavior that is worrisome, problematic or questionable, *immediately* alert your cooperating teacher and principal, as well as your university supervisor. Then, report your suspicions to your school resource officer, the local police, or Child Protective Services (<https://www.in.gov/dcs/contact-us/child-abuse-and-neglect-hotline/>) depending on details of the specific situation. The *best* way that you can help a student is by alerting the appropriate authorities who can help. You are not trained to do anything more than that.

Other situations require that you keep your doors “open” (according to school policy) and keep colleagues alerted and close by. Minimize putting yourself into any circumstance that could be a he-said/she-said position (whether this is with students or parents). Keep your cooperating teacher and administrator in the loop, whether it is to report good things or if anything is not feeling right. Your cooperating teacher and administrator may know more about the history of a particular individual or parent than you do and can provide valuable guidance.

## SECONDARY ONLY ISSUE: Dual Credit, Honors or AP Courses

If a Secondary student teacher has a period that is a dual credit, AP or Honors, then the Teacher of Record needs to be the one teaching the high school students.

If this is a fully designated dual or AP section, then the student teacher will need to notify Purdue Fort Wayne that he /she will be teaching in a different class or just assisting the teacher. If this is a full honors section, we will leave it up to the school administration to decide if the student teacher may teach the course.

If this is a mixed section where some of the students are dual, AP or honors and some are not, then the student teacher shall use the Co-Teaching Model, such that the student teacher is teaching the non-dual credit students and the cooperating teacher is teaching the dual credit students.

The purpose of this is to meet the requirements stated by the state that dual credit courses are taught by teachers with at least 18 hours of master’s credit in the content area and that AP teachers have completed specific training for that role.



## Substitute Teaching

*Candidates shall not take on other, non-academic responsibilities while student teaching.* Thus, you should not be a coach or other extracurricular activities, as they take away from the academic commitments of the student teaching experience. We do, however, have a policy concerning being a substitute teacher once you have successfully completed 10 weeks of the capstone experience.

**The implementation of this policy must be initiated by a school administrator.** The entire policy is on the PFW Student Teaching website. *The parts that are of particular importance to the Student Teacher have been repeated below.*

### Eligibility

The school district may employ the student teacher as a substitute teacher during the academic year in their currently assigned student teaching classroom as long as each of the following requirements are met:

- Student teacher is completing a 16-week placement. In other words, student teachers with 10-week and 6-week placements are not eligible.
- Student teacher has a substitute teaching license.
- Student teacher has successfully completed 10 weeks of student teaching, is in good academic standing, does not have a midterm evaluation or other documentation that indicates concerns, and is not on an active Professional Improvement Plan.
- Student teacher is up to date on assignments and Key Assessment submissions.

### Student teachers working as substitutes must:

- Notify their university supervisor any time they serve as a substitute for their cooperating teacher.
- Track and report days and partial days they work as a substitute on the Substitute Teaching Tracking Form on OneDrive. Failure to report this will jeopardize a student teacher's opportunity to continue.
- Report each day of substitute teaching to Dr. Isabel Nunez ([nunezi@pfw.edu](mailto:nunezi@pfw.edu)) via email.

## TERMINATION and REASSIGNMENT

### Termination

Although it is not expected that a student be terminated from their placement, it is understood that this event may occur. For that reason, it is imperative that the student, university supervisor, and cooperating teacher keep documentation regarding the events that transpire within the classroom setting. Generally, this is initially handled by the creation of a Professional Improvement Plan (PIP) by the Director of Student teaching with input provided by the cooperating teacher and university supervisor. By reviewing such documentation, the cooperating teacher, university supervisor and the Director of Student Teaching can determine where issues arose and how they could have been or could be resolved through the PIP process.

If after a PIP has failed or the cooperating teacher has determined that the student teacher remaining in the classroom is detrimental to the students, a final determination will be made to terminate the placement thus failing student teaching and seminar. The Director of Student Teaching will send a letter of final determination to the student teacher, cooperating teacher, and PFW faculty and staff who are involved. The student teacher will

either repeat another semester of student teaching and seminar at their expense or may decide to switch to another program of study.

## Reassignment

It is expected that even though a student may not like everything about a site, they will fulfill the commitments agreed to in the initial contract. As emerging professionals, it is expected that all students will act in a professional and competent manner. Therefore, reports of failure to fulfill obligations or responsibilities will be taken seriously. Through the evaluation and feedback provided by both cooperating teacher and the university supervisor, students should have a good working knowledge of whether or not they are meeting expectations. If at any time, students suspect that their evaluations are not actually reflective of their work at the setting, they should meet with the university supervisor to discuss the issue.

On exceedingly rare occasions, an assignment is not a good fit for the student teacher and a reassignment to another placement is warranted. If the cooperating teacher is not meeting expectations and creates an extreme environment that is detrimental to the teacher candidate or fails to provide them with feedback regarding performance, the student should meet with the university supervisor and the Director of Student Teaching to discuss the issue to determine if a reassignment is warranted and possible. A placement reassignment may require additional time for the teacher candidate.

## Work & Volunteering

*Candidates shall not take on other, non-academic responsibilities while student teaching.* Thus, you should not be a coach or volunteer in other extracurricular activities, as they take away from the academic commitments of the student teaching experience.

It is understood that some teacher candidates may decide to work or volunteer even though it is highly discouraged. If so, a teacher candidate cannot work in another capacity within the school district in which they are student teaching. This includes coaching, before or after-school programs, tutoring, or any other position that is offered at that district. If work or volunteer opportunities begin to impact the student teacher's progress negatively, they will be asked to step down from that position in order to focus on finishing successfully.

## Appendix A: Cooperating Teacher Checklist

In order to help you to do your best possible job as a Cooperating Teacher for Purdue University Fort Wayne students, please check off each item as you complete it. If you have any questions about an item, please contact the Director of Student Teaching, Mrs. Teri Hogg at (260) 481-6521 or [hoggt@pfw.edu](mailto:hoggt@pfw.edu).

By Start of ST Placement:

- \_\_\_\_\_ Discuss Student Teaching Handbook and Syllabus with Student Teacher (ST) as a way to review expectations
- \_\_\_\_\_ Share all information/documents outlined in Student Teaching Handbook (pg. 8), if didn't do so at first meeting with ST
- \_\_\_\_\_ Provide ST with School Orientation (see Student Teaching Handbook, pg 9)

Have ST complete:

- \_\_\_\_\_ 1 formal observation of your teaching using university form and debrief; before week 3 (for 16- and 10-week placements) or Week 2 (6-week placement)
- \_\_\_\_\_ 1 formal observation of your teaching using university form and debrief; between week 6 & 10 (for 16- and 10-week placements) or Week 4 (6-week placement)

Throughout ST Placement, complete:

- \_\_\_\_\_ 1 formal observation using university form and debrief with ST; share with US before midterm
- \_\_\_\_\_ Midterm Evaluation *after* ST completes it; discuss similarities and differences in ratings; guide ST in revising goals/action steps
- \_\_\_\_\_ 1 formal observation using university form and debrief with ST; share with US before Final eval
- \_\_\_\_\_ Final Evaluation

Also review/discuss/provide feedback:

	16-week placement				10-week placement			6-week placement	
Weekly Check-ins*	1	5	9	13	1	5	9	1	4
	2	6	10	14	2	6	10	2	5
	3	7	11	15	3	7		3	6
	4	8	12	16	4	8			
Weekly LPs* submitted by end of day on Friday	1	5	9	13	1	5	9	1	4
	2	6	10	14	2	6	10	2	5
	3	7	11	15	3	7		3	6
	4	8	12	16	4	8			

\* Use forms provided by PFW

Revised 5.23.24

## Appendix B: Observation and Evaluation Forms

In case of broken links, all of these forms can be found at <https://sites.pfw.edu/education/>

### Single Observation Forms

Each program has its own observation form along with state or national standards. An example is provided as well as the kinds of items to look for in the observation checklist.

- Early Childhood form [\[PDF\]](#), [\[Word\]](#)
- Elementary Education form [\[PDF\]](#), [\[Word\]](#)
- Art Education form [\[PDF\]](#), [\[Word\]](#) (all grades)
- Music Education form [\[PDF\]](#), [\[Word\]](#) (all grades)
- Middle School Education form [\[PDF\]](#), [\[Word\]](#)
- Secondary English/Language Arts form [\[PDF\]](#), [\[Word\]](#)
- Secondary Mathematics form [\[PDF\]](#), [\[Word\]](#)
- Secondary Science form [\[PDF\]](#), [\[Word\]](#)
- Secondary Social Studies form [\[PDF\]](#), [\[Word\]](#)
- Secondary World Language form [\[PDF\]](#), [\[Word\]](#)
- [Single Observation ECE Example](#) – example of time stamp observations along with debrief after
- [Single Observation Checklist](#) – useful for the kinds of items to notice

### Final Evaluation Forms

The final evaluation forms are “read only.” You will receive a link from our Director of Assessment to complete the Mid-term and Final Evaluation along with directions.

- [Early Childhood Ed PreK – Grade 3 Practicum Eval](#)
- [Elementary Ed Student Teaching Eval](#)
- [Middle School Student Teaching Eval](#)
- [Secondary ELA Student Teaching Eval](#)
- [Secondary Math Student Teaching Eval](#)
- [Secondary Science Student Teaching Eval](#)
- [Secondary Social Studies Student Teaching Eval](#)
- [Secondary World Language Student Teaching Eval](#)
- [Music Student Teaching Perform Eval](#)
- [Art Ed Student Teaching Eval](#)

## Appendix C: Lesson Planning

*"The most effective teachers know that if you want to have a great lesson, you need to plan a great lesson"* (Breaux & Whitaker, 2015, *Seven Simple Secrets*, p. 2)

### Part 1: Monday's Lesson Plans + Weekly Plans

Lesson plans are tools for thinking. As such, you will use the lesson plan template on the next page and in Brightspace to demonstrate your ability to plan engaging, effective lessons and learning experiences for all learners. This will start Week 2, meaning that planning will take place in Week 1. Each week, you will add a content area to plan for until your first University Supervisor observation visit. You and your cooperating teacher will determine which content area to start with and which to add each week. For Tuesday through Friday, you will use your cooperating teacher's weekly planning template or the one provided here or in Brightspace. Both types of plans are due to your university supervisor and cooperating teacher on the last day of each week.

#### Directions

- Plan and submit one formal lesson plan for each content area that you teach for each Monday. You may use the cooperating teacher's lesson plan form for Tuesday – Friday.
- Submit both the formal lesson plans for Monday AND the weekly plans to both your cooperating teacher and university supervisor at the end of the week, Sunday at the latest so that they can be reviewed. Your CT and/or US may request these earlier

#### Example

- Week 2 = Monday – Math Plan (Addition Facts to 20) + weekly plan
- Week 3 = Monday – Math Plan (Subtraction Facts to 20) + Interactive Reading Plan + weekly Plan
- Week 4 = Monday – Math Plan (Double Digit Addition) + Interactive Reading Plan/Writing Plan + Weekly Plan
- Week 5 = Move to Weekly Plan only

### Part 2: Weekly Plans

After the first observation conducted by the US, the CT and US will discuss your strengths and areas of improvement when planning and implementing lessons. They will determine if you will continue to complete Lesson Plans using the template for one or more content area/class period or if you will move to using the Weekly Planning template. If warranted, the Director of Student Teaching may be invited into the conversation.

If you are having difficulty planning or implementing the lessons, the Cooperating Teacher, University Supervisor, and/or Director of Student Teaching may recommend additional information to be included in the lesson plans. If difficulties persist, a Professional Improvement Plan shall be implemented to address the issues.

### Part 3: University Supervisor Observations

You will use the formal lesson plan template for each observation by your university supervisor even if you have moved on to weekly plans. This is to be emailed to your supervisor at least 2 days prior to the observation.

### Lesson Plan Template

Directions: This tool will help you create a plan based on student learning objectives (SLOs) that will measure student achievement. Start by identifying the state standards that apply and narrowing the focus to the specific student learning outcomes. Your lesson plan should focus on the following three questions. What am I teaching? How am I going to teach it? How will I assess what the students have learned? These questions should be addressed while focusing on each and every student in your class.

General Information	
<b>Candidate's Name:</b>	<b>Cooperating Teacher:</b>
<b>Subject/Content Area(s):</b>	<b>School:</b>
<b>Grade Level:</b>	<b>Number of students:</b>

Context
Briefly describe the prior lesson and the prior knowledge you expect them to have.

•
---

Standards		
	Standard Reference	Standard language/description
1.		
2.		

**Learning Objectives (SLOs) and Assessments** (Complete in table below.)

**Objectives** - 1-3 objectives per lesson: Learning objectives must be observable and measurable (allowing you to see and assess how well students are doing). Write the objectives in terms of what an individual student will do, not the group. Align each objective to a standard and the formative assessment used to measure the objective. Make sure your objectives use similar language as found in the standards.

**Formative Assessment/Evaluation/Monitoring Strategies:** Describe the methods you will use to assess whether students are meeting the lesson objective: For example: minute paper, “3 things,” self-assessment rubric, game, Poll Everywhere, participation cards, entry/exit ticket, among others.

Standard Alignment (#)	Learning Objectives:	Formative Assessment Type Used (insert photo if applicable):	Describe Assessment:

**Academic Language:** List & define in a student-friendly manner the vocabulary you will use that is crucial to understanding the lesson content.

- 

**Instructional Resources, Materials, & Technology:** Attach all documents and images of materials to the lesson plan. Whenever possible, include primary sources.

Technology:	
Instructional Resources:	
Materials:	

Student	Learner Qualities	Describe differentiation strategies to make the lesson accessible for this student


**Instructional Strategies**

The entire lesson must be scripted. Include questions or prompts that you will use to promote higher-order thinking.  
If adding photos, split the blank cells, inserting photos in one cell and writing in the other.

Opening (5 minutes): The beginning of the lesson should be designed to capture students' interest and tap into their existing knowledge.

Hook: How will you link the content/skills covered in your lesson to your students' current lives rather than their future?

- 

Middle (20-40 minutes): This section contains the activities/instructional strategies used to teach the content. Provide a detailed, step-by-step explanation of how you will teach the learning outcomes. Emphasize when and how you will use the previously selected formative assessments to check for understanding throughout the entire lesson. Include how you will intentionally support multiple perspectives and positive social interactions. Additionally, make sure to include open-ended questions designed to encourage students to think about key concepts in your lesson. To manage your time effectively, divide this section into smaller segments (e.g., 5 minute).

- 
- 

Closing (5-10 minutes): How do you plan to have the students demonstrate (by telling or showing) what they learned?

-



## Weekly Lesson Planning Template

	Monday	Tuesday	Wednesday	Thursday	Friday
Content area <sup>1</sup> :					
Lesson Description:					
IN State Standard(s):					
Learning Objectives:					
Materials (link as able):					
Formative Assessment:					
Content area <sup>2</sup> :					
Lesson Description:					
IN State Standard(s):					
Learning Objectives:					
Materials:					
Formative Assessment:					

<sup>1</sup> Label each content area as appropriate for developmental level. Early childhood and elementary might be, for example, reading, writing, phonics, science, social studies, and mathematics. Middle School and High School might be, for example, prealgebra, Calculus, AP American History, Sociology, Biology, or Earth Science.

<sup>2</sup> Continue to add to the table until you have rows for each content area you teach.

## Appendix D: General Time Management Weekly List

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday
Review this week's lessons, paying specific attention to Monday.	Edit checklist for next week.	Copy materials you gathered on Monday	Plan main subjects	Evaluation and plan small groups	Write newsletter to post or handout on Monday
	Start gathering all of the activities, materials, papers to copy, and assessments for the next week	Organize copies into folders or drawers	Type lessons for team	Add information to small group folder or notebook	Distribute any leftover materials or supplies to their respective places or organize for use next week
	Gather routine items for next week such as ... *Weekly reading strategies *Daily 5 chart *Morning work *Word work list *Assessments *Sight word fluency *Behavior calendars *Reading passages	Electronically post materials for students the LMS for next week	Enter lessons into weekly schedule	Finish any planning left	Make sure weekly planner is visible in case a sub needs to find it
	Put info in a to-do binder, folder, or drawer	Finish gathering an items not already located		Post lessons for grade level	Update new to-do list for next week

Weekly To-Do List

<b>Items to copy</b>	
<b>Materials to gather</b>	
<b>Activities to create</b>	
<b>Assessments</b>	
<b>Miscellaneous tasks</b>	
<b>Planning ahead for next week</b>	

## Appendix E: Professional Expectation Agreement

Upon admission to the Teacher Education Program, I \_\_\_\_\_ (type your legal name • not nickname) understand that I have assumed added responsibilities as a pre-professional education student. I am preparing to become a teacher and to assume responsibilities for children's safety, well-being, development and learning. I agree to do my best in meeting the professional expectations outlined below in all pertinent aspects of my teacher education program.

As a point of information, the State of Indiana has a code of ethical conduct for all teachers in the state (Indiana code 20-6.1-3-7). It is not the intention of the School of Education to define these characteristics; however, local school officials may ask the student to leave the field or student teaching placement for any of the following reasons: immorality, misconduct in the office, incompetence, or willful neglect of duty.

### Professional Expectations

#### Personalized learning

I respect the ways in which growth and development in individuals may differ. I promote engagement for all students. I recognize the development needs of all students. I will be sensitive to the external stressors students face. I maintain high expectations. I encourage independent, critical thinking skills.

#### Knowledge

I develop informed teaching practices through continual study of theory. I supplement the curriculum with authentic resources and activities. I will be flexible and responsive to individual learner needs. I facilitate mastery of skills and concepts. I implement multiple ways of teaching and learning.

#### Community

I respect family and student goals, values and unique identity. I promote open communication with the family. I value the broad spectrum of cultural diversity and global interconnectedness. I encourage democratic principles in both students and colleagues. I become aware of and utilize the benefits to education that the community has to offer.

#### Growth and Reflection

I commit to reflective practice and planning. I value and pursue opportunities for collaborative work with colleagues and families. I pursue personal and professional growth. I maximize teaching and teaming experiences.

#### Learning Environment

I work towards a learning environment that optimizes student's academic, social, physical, and spiritual well-being. I use multiple assessments to identify student strengths and refine curriculum. I promote a safe and caring environment. I appreciate and manage group dynamics that contribute to the classroom.

#### Professionalism

I promote the privacy and confidential information of all students, their families, and teachers unless required by state/federal law. I uphold all legal and school obligations including the professional expectations and code of ethics of faculty and staff at Purdue University Fort Wayne. I dress appropriately. I will be on time with all scheduled activities and work. I will be open to constructive criticism and make appropriate modifications upon reflection. I communicate to the best of my ability. I conduct myself as a professional. In all respects when I am working in or representing Purdue University Fort Wayne, I will treat others with respect.

I understand that as a student in the Teacher Education Program, I may be withdrawn from the program and/or any field placement including student teaching, for failure to comply with these professional expectations. Other disciplinary actions may include, but are not limited to, an administrative alert, an unsatisfactory grade for course or placement, dismissal from the school assignment or student teaching placement, removal from the Teacher Education Program, and/or dismissal from Purdue University Fort Wayne.

*By signing this Electronic Signature Acknowledgment Form, I agree that my electronic signature is the legally binding equivalent to my handwritten signature. Whenever I execute an electronic signature, it has the same validity and meaning as my handwritten signature. I will not, at any time in the future, repudiate the meaning of my electronic signature or claim that my electronic signature is not legally binding.*

Signature: \_\_\_\_\_  
Print/Type Name: \_\_\_\_\_

Date: \_\_\_\_\_  
PFWID# \_\_\_\_\_

## Appendix F: Acknowledgment of Video Recording in P-12 Schools

We are seeking your permission to have student teachers video record their performance in the classroom. We have three separate purposes for seeking this permission: 1) students may need to be supervised remotely due to their distance from the PFW area ,2) we may not be able to recruit enough local university supervisors for in-person supervision, and 3) students need to complete a Key Assessment for graduation. The videos will be stored in GoReact, a secure, password-protected system that cannot be accessed by anyone without an account and specific authorization.

We expect our supervisors to observe primarily in-person but may incorporate some video observations, as needed. Students who are already acknowledged as distant students by their program being online degree-completion will have all observations recorded.

Regarding the Key Assessment, we have found that having our students video record lessons develops their skills as reflective, analytic practitioners. The Video Analysis Key Assessment entails planning a lesson, videoing it, and analyzing it in GoReact.

Our students have been instructed on the importance of confidentiality and will strictly follow guidelines to protect the identity of children/adolescents, teachers, and the school. They know that the video will **only** be posted to GoReact, not platforms such as YouTube, Vimeo, etc.

### GoReact

- GoReact allows educators to use video of student for interactive feedback, grading, and critique of their skills.
- With just a smartphone, tablet, or laptop, and an external microphone, student teachers can capture high-quality video of their classrooms with ease. GoReact doesn't require any extra equipment or complicated training.
- Student teachers can record directly into GoReact's secure FERPA-compliant server, or they can record to their device (if dependable WIFI isn't available, for example), and then upload the recording to GoReact when they reach a more reliable signal.
- You may find a brief GoReact introduction at <https://goreact.wistia.com/medias/kwpwc3yb5v>
- GoReact accounts come with free top-of-the-line support to answer any questions users might have. The following is a link to security measures of the GoReact system: [GoReact.com Compliance-Privacy-Security-and-Accessibility](#)

### DIRECTIONS FOR SIGNING

The Student Teacher should be in charge of collecting the signatures and uploading the completed document on Brightspace in the appropriate Assignment link. By signing below, you acknowledge and accept video recording in the classroom the use of GoReact to store that data. If you have any questions, please contact the Director of Student Teaching, Teri Hogg at [hoggt@pfw.edu](mailto:hoggt@pfw.edu) or 260-481-6521.

School: \_\_\_\_\_ District: \_\_\_\_\_

	Printed Name	Signature	Date
Student Teacher			
Cooperating Teacher			
Principal			

## Appendix G: Professional Improvement Plan

### Purpose

The purpose of the Professional Improvement Plan is to outline the steps necessary for successful completion of the student teaching experience, for those who need additional support and guidance. It is important that the student teacher successfully completes the steps identified in the improvement plan in order to finish the capstone experience.

### Procedures

1. If the cooperating teacher is starting to have concerns about the student teacher, it is vital that they contact the university supervisor.
2. It is then vital that the university supervisor contacts the Director of Student Teaching to talk about the situation and to identify possible next steps.
3. If it is determined by the Director of Student Teaching that a Professional Improvement Plan is needed, then one will be collaboratively written, based on input from the cooperating teacher, student teacher, university supervisor, and the Director of Student Teaching. The document may be written either by the university supervisor or the Director of Student Teaching.
4. The necessary form may be found at the following link: [https://sites.pfw.edu/education/edu/st/st-forms\\_improvplan-combined-91321-rv2.pdf](https://sites.pfw.edu/education/edu/st/st-forms_improvplan-combined-91321-rv2.pdf)

## Appendix H: Substitute Teaching Policy for Student Teachers

### *Purpose of Document*

This document is an agreement between Purdue University Fort Wayne and the school district to allow 16-week student teachers to be paid substitute teachers.

### *Duration of Agreement*

The school district may employ the student teacher as a substitute teacher during the academic year **in their currently assigned student teaching classroom**. The student teacher shall *not* be asked to substitute teach in any other classroom(s) or course(s) until after the end of the student teaching semester.

### *Eligibility*

Each of the following requirements must be met to participate in substitute teaching:

- a. Student teacher has a substitute teaching license.
- b. Student teacher has successfully completed 10 weeks of student teaching, is in good academic standing, does not have a midterm evaluation or other documentation that indicates concerns, and is not on a Professional Improvement Plan.
- c. Student teacher is completing a 16-week placement.
- d. Student teacher is up to date on assignments and Key Assessment submissions.

### *Principals who wish to employ PFW student teachers as substitutes must:*

- a. Confirm the interest of the student teacher in working as a substitute.
- b. Verify the cooperating teacher's confidence in the student teacher's ability to manage the classroom independently.
- c. Email a request for approval to Dr. Isabel Nunez ([nunezi@pfw.edu](mailto:nunezi@pfw.edu)), Dean of the School of Education, for this student teacher to work as a substitute.
- d. Complete this form for every student teacher who works as substitute in the building.
- e. Ensure that the student teacher has acquired a substitute teaching permit through their placement school district.
- f. Hire and pay the student teacher as a substitute for any days spent subbing.

### *Student teachers working as substitutes must:*

- a. Notify their university supervisor any time they serve as a substitute for their cooperating teacher.
- b. Track and report partial and full days they work as a substitute on the Substitute Teaching Tracking Form on OneDrive. Failure to report this will jeopardize a student teacher's opportunity to continue.
- c. Report each day of substitute teaching to Dr. Isabel Nunez ([nunezi@pfw.edu](mailto:nunezi@pfw.edu)) via email.

### PFW Substitute Teaching Form

*Student teachers may only substitute teach in their own assigned student teaching classroom.*

*Permissible placement scenarios:*

- a. If the student teacher’s cooperating teacher is absent, the school can hire the student as the classroom substitute.
- b. If the cooperating teacher is present but can be assigned elsewhere, the school can hire the student teacher as the classroom substitute.
- c. The school would need to identify and assign a building contract/supervisor for the student teacher for any extended absence of the cooperating teacher (i.e., more than 3 consecutive days).

*Student teachers will submit the completed form to Dr. Isabel Nunez ([nunezi@pfw.edu](mailto:nunezi@pfw.edu))*

*School District Information:*

School District	
Human Resource Contact Name & Title	
Human Resource Contact Email Address	
Human Resource Contact Phone Number	

*School Information:*

School Principal	
Principal Email Address	
School Phone Number	

*Signatures:*

	Name:	Signature:	Date:
School Principal			
Cooperating Teacher			
Student Teacher			
Dean, School of Education	Isabel Nunez		



## Appendix I: Criteria for Approving Alternatives to Traditional Student Teaching

### Certification-only Students on Emergency Permit

#### *Student teaching in own classroom*

- Bachelor's degree
- Emergency teaching permit
- CHR & release form with no felony convictions
- GPA meets program checkpoint requirements
- Passed licensure content exams prior to student teaching
- Register for student-teaching credits
- Attend all student-teaching seminars
- Completion of all other certification – only courses

#### *Student teaching and practicums waived*

- Bachelor's degree
- Emergency teaching permit
- Passed all required licensure exams
- GPA meets program checkpoint requirements
- 3 years of full-time teaching experience in licensure area
- 1 year of above in past 10 years
- Letter of recommendation and documentation verifying setting, content, years of experience, and success from school administrator
- Copies of satisfactory teaching evaluations if possible

### Undergraduate Students on Adjunct Permits

#### *Student teaching in own classroom*

- 4 years of work experience in the content area or 4 years of work experience in the classroom in the licensure area in the past 10 years
- Full-time teaching experience as a long-term sub or adjunct teacher
- Adjunct teaching permit
- Adjunct teacher contract
- CHR & release form with no felony convictions
- GPA meets program checkpoint requirements
- Passed all required licensure exams
- Letter of recommendation and documentation verifying setting, content, years of experience, and success from school administrator where employed
- Copies of satisfactory teaching evaluations if possible/appropriate
- Register for student-teaching credits
- Attend all student-teaching seminars

Students in Long-term Sub Positions

*Student teaching in own classroom*

- 4 years of work experience in the content area or 4 years of work experience in the classroom in the licensure area in the past 10 years
- Full-time teaching experience as a long-term sub or adjunct teacher
- Long-term substitute contract covering the entire student-teaching semester
- CHR & release form with no felony convictions
- GPA meets program checkpoint requirements
- Passed all required licensure exams
- Letter of recommendation and documentation verifying setting, content, years of experience, and success from school administrator where employed
- Copies of satisfactory teaching evaluations if possible/appropriate
- Register for student-teaching credits
- Attend all student-teaching seminars

Students in Full-year Long-term Sub or Adjunct Positions

*Final-semester coursework and student teaching in own classroom*

- 4 years of work experience in the content area or 4 years of work experience in the classroom in the licensure area in the past 10 years
- Full-time teaching experience as a long-term sub or adjunct teacher
- Long-term substitute or adjunct contract covering the entire student-teaching semester
- CHR & release form with no felony convictions
- GPA meets program checkpoint requirements
- Passed all required licensure exams
- Letter of recommendation and documentation verifying setting, content, years of experience, and success from school administrator where employed
- Copies of satisfactory teaching evaluations if possible/appropriate
- Register for student-teaching credits and remaining coursework in both semesters
- Attend all spring student-teaching seminars

**University and District Obligations for Student Teaching in Own Classroom**

University Obligations

- University supervisor
- First visit scheduled; others unscheduled

District Obligations

- Assigned grade-level colleague with at least 3 years of experience with the district who will model, observe, and conference with the student teacher
- Instructional coach (or administrator) who will visit the classroom once per week and observe at least 4 lessons, providing feedback in a follow-up meeting